



## Blackbrook St Mary's Catholic Primary School

### Reading Policy Statement

#### Quote from Mission Statement

*"We will strive to provide a safe and secure place of educational excellence where each child is challenged to reach their full potential in all aspects of school life."*

#### Objectives

1. To identify each person's special gifts and talents, providing experiences and challenges to fully develop these abilities.
2. To provide a wide range of subjects taught in an innovative way.
3. To plan effectively –
  - i. acknowledging individual needs and abilities
  - ii. having clear learning targets
4. To make sure that children are making good progress and trying their best.
5. To promote a love of learning.
6. To maintain positive relationships with parents/carers
7. To encourage governors to be as involved as possible in school life.

#### Rationale

Blackbrook St. Mary's believes in a clear, consistent approach to reading and strives to enable all children to become competent readers. It is the key to independent learning and given high priority from Fs to Y6. We want children to be enthusiastic, independent and reflective readers. Success in reading is vital as it has a direct effect on all the success of learning in all other curriculum areas. It is crucial in developing children's self-confidence and motivation

#### Aims

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers

- Encourage the enjoyment of books and reading so that the children develop a life-long love of books
- Develop a critical appreciation of what they read
- Develop study skills so that the children can find appropriate information either from a fiction or a non-fiction book
- Develop research skills, using library and class texts
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Encourage care and ownership of books

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension.

### Achievement in Reading

Reading is closely linked with writing – the two activities reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text. At Blackbrook St. Mary's Primary School we believe that literate children should:

- Read with confidence, fluency, understanding
- Be taught the full range of reading strategies including:  
 phonic knowledge (visual information)  
 grammatical knowledge (structural information)  
 word recognition and graphic knowledge (visual information)  
 contextual knowledge (Meaning)
- During shared, guided and independent reading to monitor their reading and correct their own mistakes.
- Have an interest in words and their meanings, developing a varied and rich vocabulary
- Read a range of genres in fiction and poetry
- Understand, use and be able to read a range of non-fiction texts
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and

characters, to express personal responses with increasing fluency

- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually. Children should be involved in sharing a class novel for ten minutes every day
- Understand the sound and spelling system and use this to read and spell accurately
- Have a suitable technical vocabulary through which to understand and discuss their reading
- Be interested in books, read with enjoyment and evaluate to justify their preferences

### Teaching Strategies

We aim to provide high levels of motivation and active participation for our children at all ages. All of the teaching staff and TAs are Read Write Inc. trained and parent helpers are given guidance on effective support by the Reading Manager. The teaching of reading and the strategies used by the teachers in each year group varies as the children progress through the school.

### Foundation Stage

- All children are provided with a book bag and are given four home readers. They are expected to read at home on a daily basis.
- The teacher will provide every child with a reading home/school diary, which should be signed every time the child reads, ideally, daily.
- All children begin FS at the beginning of the Read, Write Inc. programme. Then in the second half of Autumn term they are assessed and out into groups, so that they can be taught at the correct level and pace for their ability, on the Read Write Inc. programme.
- Individual reading – The teacher/ TA will hear each child read 1.1 on a weekly basis. They are also heard on a daily basis as part of their Read Write Inc. lesson. Some children will need extra reading and they will be picked up for extra one to one reading either with a teacher or a TA.
- In the Class Reading Folder the teacher will have a copy of the child's coloured band reading list, (linked to National Curriculum Levels) and a record of how many times they have been heard read on an individual basis.
- Shared reading – using big books and inter-active white board

**'Love of learning, love of one another, love of life itself and love of God'**

Programmes. They will also have a shared read as part of their Class Novel time and read a range of Read Write Inc. texts.

- The teacher completes a Running Record (deep analysis of reading) every 6 weeks.
- Parents are requested to always encourage the children to read and to write positive comments in the reading diary
- Library – Fiction and non-fiction books are ordered from St Helens library service. They are linked to their topic work on a half termly basis. They also order a set of fiction books to enhance the reading corners, on a termly basis.

### Key Stage 1

- As FS, plus;
- Children are to choose their class reading text independently. All books are stored at child level so they can access them when they need to change it.
- Reading Recovery – There is a Reading Recovery teacher based in KS1. She is able to provide support to children who need to make accelerated progress in reading. Four Y2 children are targeted in the first half of the year, then four Y1 children will be picked up in the second half of the year.
- When children exit the Read Write Inc. programme, (either the speedy readers in Y1 or children in Y2) the children will become part of a Guided Reading group, reading in class with a teacher. Guided Reading groups are heard read at least once a week (twice for those who need extra support.) The children are expected to carry out a follow up task linked to the text, in their Reading Journal.
- During the Spring term, any children in Y2, who have been identified as being vulnerable to not making their expected progress, will be invited to a weekly Reading Booster group, initially for a half term.

### Key Stage 2

- All children are provided with a book bag, reading diary & four texts each week, as in FS & KS1
- Reading Books – children are given the opportunity to change their

reading books as and when they finish them, at least weekly. As with KS1, this is an independent choice, and books are made accessible to the children.

- A record of the book is taken
- Parents are encouraged to listen to their children read and discuss the text as homework, recording together the book read and commenting in their reading diary on a daily basis
- Individual Reading – some children will experience individual reading time with a teacher or TA should they need extra support. Otherwise all children are monitored by the teacher through their guided reading sessions and records are kept in a guided reading file.
- Specific reading skills-these are taught within the guided and shared reading times. These are linked to the AFs.
- Guided reading – on a weekly basis the children have the opportunity to take part in a shared reading experience in a small group guided by an adult. The teacher records progress made in a group reading folder, and targets are highlighted in their Reading Journals
- Reading aloud – children will have the opportunity to hear a text being read aloud, on a daily basis, through a ten minute shared Class Novel time.
- Silent reading – the children are expected to have their current reading books in school as there are regular opportunities for silent reading
- Reading Comprehension – Weekly differentiated activities that are related to a variety of genres.
- Some children in Years 5 & 6 will be targeted for Reading Booster groups and One – to – One Tuition to ensure they make the expected progress.
- KS2 children are all given the opportunity to access the school library at lunchtimes and borrow books via the electronic system.

## Assessment and Record Keeping

### FS

The children are assessed once a term using the Read Write Inc. Phonic Assessment and then grouped accordingly, depending on their progress. They are also given an unseen text from the National Curriculum coloured band they are working on, at least every six weeks. The teacher will carry out a Running Record on this text and if the text is easy, the child will move to the next level.

### Key Stage 1

The children are assessed similarly to FS in Y1 and 2. They also begin to use their journals during Guided Reading and their targets stored in these books are linked to AFs and National Curriculum. The evidence in the children's journals also acts as assessment of the children's progress if it is independent work.

Y1 take the phonic screening test in June and these scores are formally reported to parents.

Y2 children are given a formal Reading test every term to ensure progress in this area.

### Key Stage 2

As KS1 plus termly formal tests.

The children are assessed and records are kept in line with the school's assessment policy. The data from these assessments is used to:

- Action any special needs provision
- Group the children
- Identify the most able children to ensure there is provision for challenge /enrichment work

Through assessment and dialogue, the children are set individual reading targets to achieve. These targets are differentiated according to age and ability, and are linked to the AFs for Reading and the National Curriculum Levels. They are kept in the children's Reading Journals and are highlighted and dated on a regular basis, by the class teacher, when they feel they have gathered enough evidence to say the child has solidly achieved that target.

## The Role of the Class Teacher

- All teaching staff are responsible for developing our whole school approach to reading
- All teaching staff will model good reading behaviour and encourage the children to care for the reading matter in our school
- All teaching staff will ensure that their classrooms are well stocked with attractive and appropriate books and book corners that reflect the topics being taught
- All teaching staff will ensure that their classrooms are print rich and that the books available reflect different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language
- All teaching staff will ensure provision of appropriate literature is made for any child with Special Educational Needs
- All teaching staff will ensure the children have access to the school library and model how to use it appropriately
- All teaching staff will set individual targets for each child, keep up to date with record keeping and assessment, and ensure all reading information is kept in their reading folders
- All teaching staff will ensure the children are reading on the correct level within their expected rate of progress
- All teaching staff will complete Running Records/Comprehension assessment in the given dead-line & pass the information on to the SLT
- All teaching staff will model how good reading behaviour looks and sounds
- All teaching staff will encourage all children to learn the value of a life-long love of reading

## Working in Partnership with Parents

The teaching of reading is greatly helped if there is strong communication and support between home and school.

Information meetings are held for parents who have children in Reception and advice is given on how best to support their children's reading.

Advice and support is available during parent's evenings. Advice is available on the reading strategies used at the school and how they may help their children.

Should the child have been identified as needing a little extra work to ensure their expected progress, their parents will be invited to attend a Structured Conversation for a half hour meeting, focussed on helping to improve their reading. The school will promise to provide extra support during this meeting, as will the parents and a review will be held at another meeting, when the teacher feels it is necessary.

Parent volunteers have been advised on how to come in and support readers, especially those who may lack support at home.

## Reading Through the Rainbow

The school also has a reading incentive scheme entitled 'Reading Through the Rainbow.' The aim is to encourage parents to read for 5 to 10 minutes with their children and engage in a discussion about the text. This should be done every night then the parent signs the home/school diary. When the diary shows 25 signatures, the child receives a red certificate in assembly. When they have evidenced 25 more reading sessions then they achieve an orange certificate and so on until they have a certificate for every colour of the rainbow. For children who achieve highly on the coloured certificates will be allowed to take part in a full day's activity from an outside provider at the end of the year.

## Library

The library refurbished in 2012 contains a good selection of fiction and non fiction books. The children are encouraged to take books out on a weekly basis. Each class is timetabled for one library session per week. Fiction books are shelved in alphabetical order by the author's name. There are a large selection of picture books and dual language books. Non-fiction books are catalogued using the Dewy System. Each class teacher has the opportunity to take out a large amount of books related to the topic they are teaching.



## Resources

Blackbrook St Mary's Primary School provides a print rich environment. Each classroom is stocked with a range of books which are attractively displayed in inviting reading areas. Guided reading books and home/class readers are stored in areas that are accessible to the children and in National Curriculum level order. Resources have been increased to enable all children to be able to take home a number of books per week.

All classrooms have an interesting book area which includes fiction and non-fiction books. The current topics are evident in the book corners and are enhanced by book boxes on loan from the local library. Schools Library Service also provide class novels on a termly basis to each year group as requested by the class teacher. Provision is made for those with English as an additional language and those with Special Educational Needs.

## Monitoring and Evaluating

The standards of teaching and learning in reading are regularly monitored and reviewed. Evidence gathered is used to form an action plan, which the SLT, Reading Manager and Teaching Staff will subsequently implement.

## SEN and Equal Opportunities

The SENCO meets regularly with the teachers to monitor the progress in reading. Those children, who are identified as a result of tests or during normal classroom activities, will be assessed to determine the appropriate provision for their needs.

Our policy is monitored and reviewed to ensure that all pupils have equality of access to a range of reading opportunities and experiences and that all pupils achieve to the best of their potential regardless of gender, race or culture.